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ABSTRACT

Two high school classes, from each of five high schools, separated by five years in time of graduation, are studied and analyzed in depth. Their educational and employment activities as well as selected attitudes towards the high school experience are reported in abundant detail. The research method used was stratified sampling. The crucial question was whether a stratum is related to the post-graduation activity or attitude of students. The graduate's sex, race, high school program, and grade-point average were found to be most germane to the survey's purpose. A statistical description of the class of 1973 is followed by statistical data on the graduates in such areas as: educational and occupational activity a year later; type of education institution attending; educational goals; employment situation and attitude; usefulness of high school courses in present activity; person most helpful in planning for the future; the value of membership in extra-curricular activities; the helpfulness of high school in learning selected skills; evaluations of instructors and counselors. Similar data is then presented for the class of 1969. Brief remarks clarify tables of data; there is no comparison of the two groups, and no summarization or conclusion. (AJ)

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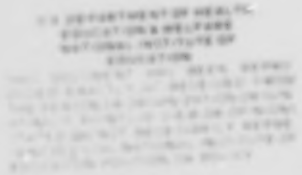

An Analysis of the Evaluation of High School Experiences in Reference to the Personal and Educational Characteristics of the Graduating Classes of 1973 and 1965

an educational and occupational status
survey by applied sampling technique

SALINAS UNION HIGH SCHOOL DISTRICT

Dr. Lawrence LeKander
Asst. Supt.-Instructional Services

Mr. Robert P. Binns
Superintendent

Board of Trustees

Mr. Edwin Angstadt, President
Mr. Larry J. Balentine
Mr. Daniel J. Krishun
Mr. Seymour Lesser
Mr. James F. Reavis

Frederick M. Greaves
Research Assistant

September 1974

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Introduction

In Project Trace I, the Santa Barbara County Office of Education contracted with Human*Factors Research Incorporated to conduct a follow-up study of the 1971 graduates from five high schools in that county. Human Factors is a firm specializing in market analysis and related professional sampling techniques associated with population studies. The survey of graduates was conducted in 1972.

Project personnel from Human Factors meet with representatives of the five schools' administrative, counseling and teaching staffs to work out the survey instrument's contents. In addition, the student school record was reviewed to select pertinent data for a descriptive profile of each graduate. At that time it was not known which student characteristic would prove to be predictive of post-graduation activities and attitudes; so many were selected.

The survey effort produced a response from the graduates of a little over 80%. A return of this magnitude made it possible to construct an accurate description of the post-graduation activities and attitude of the 1971 graduating classes. Following development of the description based upon the 80% return, computer programs were written to test whether two sampling methods, had either been used, would have produced significantly different results than the complete census approach. The two sampling methods were a single stage random sample and a multi-staged stratified, systematic random sample. It was learned that either sampling method would have produced results well within acceptable sampling error limits, but the stratified method yielded the least error.

A complete census of a graduating class of 1200 students, which is approximately what Salinas graduates each year, would require at least 1800 first-class mailings of questionnaires as well as approximately 1000 business reply returns. The cost of these mailings alone is three hundred dollars. Stratified sampling of the same graduating class would require about 600 first-class mailings and 360 business reply returns and a mail cost of about one hundred and five dollars. The cost benefit alone makes the sampling method attractive. Since the error from the

"true" results associated with this method is no greater than three to five percent, the method is even more attractive.

The stratification concept is simple. For instance, a population of high school students could first be stratified into class: freshmen, sophomores, et cetera, then stratified by sex, then by race, high school program, grade point average, ad infinitum. Producing an infinite number of strata would be pointless. The crucial question is whether a strata is related to the post-graduation activity or attitude of students. Human Factors also investigated this question to determine which student profile characteristic was in fact related to activity and attitude. The graduate's sex, ethnic/racial group, high school program, and grade point average were found to be most germane to the survey's purpose.

Project Trace II and III were state-wide field tests of the stratified, systematic random sampling method. Selected school districts representing the rural-urban, agricultural-industrial, affluent-impoverished, high-low ethnic and racial proportions of student population diversity of California were invited to become project participants. Salinas was privileged to participate in both field testings.

The product each participant district received after each field test was a quantified computer print out expressing response to each questionnaire item in number and percent of respondents tabulated by total and for each of the several strata. The quantified data are the bare bones of the survey. To be helpful and useful to most people that data must be interpreted qualitatively. That is the purpose of this study.

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PART I

FOLLOW UP SURVEY OF THE GRADUATING CLASS OF 1973

I. DESCRIPTION OF THE GRADUATING CLASS OF 1973

Ethnic/Racial Composition

reported by high school with district summation
in number of persons and (percent) of class

	Alisal	North Salinas	Salinas	District	
Black	8	3	5	16	n
	(2)	(1)	(1)	(1)	%
Caucasian	220	257	295	772	
	(55)	(71)	(73)	(66)	
Spanish Surname	125	49	49	223	
	(31)	(13)	(12)	(19)	
Other	47	56	56	157	
	(12)	(15)	(14)	(13)	
Not classifiable	2	-	-	2	
	(-)	(-)	(-)	(-)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

The ethnic/racial composition of a graduating class is a reflection of the population of families with school-age children living within the attendance area served by that school.

Grade Point Average by Sex

Females

	Alisal	North Salinas	Salinas	District	
0-1.9	19	13	27	59	n
	(10)	(6)	(13)	(10)	%
2-2.9	121	120	125	366	
	(61)	(59)	(58)	(60)	
3-4.0	58	69	63	190	
	(29)	(35)	(29)	(30)	
Total	198	202	215	615	n
Percent	(100)	(100)	(100)	(100)	%

Males

	Alisal	North Salinas	Salinas	District	
0-1.9	35	32	34	101	n
	(17)	(20)	(18)	(18)	%
2-2.9	122	97	118	337	
	(60)	(60)	(62)	(61)	
3-4.0	45	32	38	115	
	(22)	(20)	(20)	(21)	
Total	202	161	190	553	n
Percent	(100)	(100)	(100)	(100)	%

In general females maintain higher grade point averages than males. At the same time there appears to be more uniformity in the grading of males between schools, than females.

High School Program*

	Alisal	North Salinas	Salinas	District	
College Preparatory	74	90	141	307	n
	(19)	(25)	(35)	(26)	%
General	220	195	190	605	
	(55)	(54)	(47)	(52)	
Vocational Prep	106	78	74	258	
	(26)	(21)	(18)	(22)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

*(Note: High school programs are not mutually exclusive. Some General and Vocational Preparatory students complete College Preparatory classes and vice versa. A large number of classes are common to all programs: English, Social Studies, Physical Education and others. Perhaps the chief distinction between programs is as an expression or statement of personal expectations or meaning.)

The definition of which classes constitute each program is critical. Although three attempts were made during the series of projects to clarify the specific composition of each program, these efforts failed. Therefore, the results of the survey will not be compared and

contrasted between these characteristics in this part of the study. However, the statistics displayed above are reasonably accurate.

The chief difference between schools is in the proportion of full-time preparatory students. The reasons underlying the differences are unknown. At this point answers would be speculative at best.

Number of Years of Attendance at High School Prior to Graduation

	Alisal	North Salinas	Salinas	District	
1	11 (3)	16 (4)	24 (6)	69 (4)	n %
2	15 (4)	22 (6)	19 (5)	56 (5)	
3	31 (8)	21 (6)	30 (7)	82 (7)	
4	343 (85)	304 (84)	332 (82)	991 (84)	
Total	402	363	405	1178	n
Percent	(100)	(100)	(100)	(100)	%

At least 90% of the graduating class had attended Salinas public high schools for three or four years. Eighty-four percent had attended for four years. Not only does this statistic indicate population stability, but considerable authority to the evaluations obtained from the respondent. It should be noted that the 991 students with four years of attendance represented 61.3% of the ninth grade class that began high school in September 1969.

	Kiowa	North Kaibab	Kaibab	[illegible]
[illegible]	402	363	805	1570
[illegible]	235	184	193	612
[illegible]	117	127	133	377
[illegible]	73	87	97	257

*Note: The survey samples are designed to produce validity with [illegible] the entire [illegible]. The school, Kiowa, fell four percent short of the requirement. Therefore, the results are slightly less reliable [illegible] associated with the statistics is approximately 5 [illegible]. The error associated with statistics for both of the other schools is about 4 [illegible]

[illegible] ACTIVITIES AS OF FEBRUARY 1970

Activity in School with Planning Dimension
[illegible] and the Activity Participant

	Kiowa	North Kaibab	Kaibab	[illegible]
In School Full Time	197 (49%)	147 (46%)	219 (59%)	563 (53%)
In School Part Time	40 (10%)	47 (13%)	41 (10%)	128 (11%)
In School and Working	121 (30%)	129 (35%)	105 (26%)	355 (31%)
Working Full Time	174 (27%)	91 (25%)	104 (27%)	369 (26%)
Working Part Time	129 (32%)	123 (34%)	138 (36%)	390 (33%)
Armed Forces	12 (3%)	18 (5%)	20 (5%)	50 (4%)
Housewife	8 (2%)	9 (2%)	9 (2%)	26 (2%)
In Vocational Activity	36 (9%)	33 (9%)	12 (3%)	81 (7%)

Outline an analysis of socioeconomic graduation classes entering the following categories.

Graduating Class of

Category	[illegible]	%	[illegible]	%	[illegible]	%
In School	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Full Time	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Part Time	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Working	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Full Time	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Part Time	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
In School and Working	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

The proportion of graduates making major socioeconomic in full time school to full time work has remained remarkably stable. It should be anticipated that approximately one-half of a graduating class will continue on full time college studies. Another twenty-five percent will enter full-time employment. Another, significant part, perhaps ten to fifteen percent, will be engaged in part-time work while part-time school. About five percent will enter the armed forces. Another three to four percent of the women will become homemakers.

Although the most favorable in the life of a graduating class will make a substantial reduction in the proportion of the class actually graduating from a four-year college to about 25%, the first and most significant change in entering college will be those students graduating from high school.

Activity by School and Sex of the Graduate

in School Participant Type

	Attend	Work-Study Options	Services	Characteristics	
Females	[illegible]	[illegible]	[illegible]	[illegible]	%
	[illegible]	[illegible]	[illegible]	[illegible]	%
Males	[illegible]	[illegible]	[illegible]	[illegible]	%
	[illegible]	[illegible]	[illegible]	[illegible]	

[redacted]

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

[redacted]

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

[redacted]

[redacted]
[redacted]

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

[redacted]

Community College Attendance by Grade Point Average

	Alisal	North Salinas	Salinas	District	
0-1.9	14	20	20	54	n
	(8)	(11)	(11)	(10)	%
2-2.9	105	94	114	313	
	(60)	(53)	(61)	(58)	
3-4.0	56	62	53	171	
	(32)	(36)	(28)	(32)	
Total	175	176	187	538	n
Percent	(100)	(100)	(100)	(100)	%

4. EDUCATIONAL GOALS OF GRADUATES ATTENDING COMMUNITY COLLEGES

	Alisal	North Salinas	Salinas	District	
Transfer to Four-Year College	79	113	125	317	n
	(45)	(64)	(67)	(59)	%
A. A. Degree only	53	28	36	117	
	(30)	(16)	(19)	(22)	
Certificate Program	9	9	-	18	
	(5)	(7)	(-)	(4)	
No Clear Plans	34	23	26	83	
	(20)	(13)	(15)	(15)	
Total	175	176	187	538	n
Percent	(100)	(100)	(100)	(100)	%

Community College Students Who Plan Two-Year A.A. Program Only by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	-	-	-	-	
Caucasian	32	20	20	72	n
	(56)	(67)	(58)	(60)	%
Spanish Surname	22	7	7	36	
	(39)	(23)	(21)	(30)	
Other	3	3	7	13	
	(5)	(10)	(21)	(10)	
Total	57	30	34	121	n
Percent	(100)	(100)	(100)	(100)	%

Community College Students Who Plan Two-Year A.A. Program Only by Grade Point Average

	Alisal	North Salinas	Salinas	District	
0-1.9	14	-	12	26	n
	(24)	(-)	(33)	(21)	%
2-2.9	38	13	24	75	
	(64)	(45)	(67)	(62)	
3-4.0	7	16	-	21	
	(12)	(55)	-	(17)	
Total	59	29	36	122	n
Percent	(100)	(100)	(100)	(100)	%

As would be expected about two-thirds of the graduates attending four-year colleges have high grade point averages. However, twice as many high G.P.A.'s attend community colleges as four-year schools. It was learned in the follow up of the class of 1972 that the high G.P.A. community college students do not transfer from the community colleges at the completion of the first year of college.

Of the three hundred and seventy-five 1971 graduates who attended Hartnell, one hundred graduated in June 1973 and were awarded an Associate of Arts degree or other certificate. Dr. Victor Willits, Hartnell Dean of Students, indicated that another fifty students completed the second year but did not fulfill the requirements for the degree or certificate. In other words, about 40% of the original group completed two years of study. About fifteen students transferred from community colleges to four-year colleges upon completion of their first year of study.

3. COLLEGE OR UNIVERSITY ATTENDED

	Alisal	North Salinas	Salinas	District	
Any Univ. of California	2	6	21	29	n
	(1)	(3)	(8)	(4)	%
Any Calif. State Univ.	12	26	21	59	
	(5)	(12)	(8)	(8)	
Calif. Community College	175	173	188	536	
	(74)	(81)	(73)	(77)	
Any Other Calif. College	33	4	18	55	
	(14)	(2)	(7)	(8)	
Any College Outside Calif.	9	-	10	19	
	(4)	-	(4)	(3)	
Total	236	214	258	708	n
	(100)	(100)	(100)	(100)	%

About 60% (or 320) of the students plan to transfer eventually to four-year colleges; however, previous follow-up experience indicates that perhaps between 100 to 120 will transfer.

Surprisingly, approximately half of the low G.P.A. students indicate plans to transfer. And about a quarter of the medium, but only twelve percent of the high G.P.A. students plan to transfer.

For purposes of clarification, 59.74% of the 1973 graduating class were enrolled at a post-secondary, two/four-year college at the time of the survey. The distribution was as follows (% of graduating class):

	n	%
Any Univ. of California	29	(2.47)
Any Calif. State Univ.	59	(5.04)
Any Calif. Community College	536	(45.81)
Any Other Calif. College	55	(4.70)
Any College Outside Calif.	19	(1.62)

University of California Attendance by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	-	-	-	-	n
					%
Caucasian		2	8	10	n
		(33)	(38)	(34)	%
Spanish Surname	2		8	10	
	(100)		(38)	(34)	
Other	-	4	5	9	
		(66)	(24)	(32)	
Total	2	6	21	29	n
	(100)	(100)	(100)	(100)	%

80% of the admission (21 students) were females. All admittee's were in the 3.0-4.0 grade point average range.

California State University Attendance by Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	-	-	-	-	
Caucasian	4	12	8	24	n
	(33)	(46)	(38)	(41)	%
Spanish Surname	8	-	8	16	
	(67)		(38)	(27)	
Other		14	5	19	
		(54)	(24)	(32)	
Total	12	26	21	59	n
	(100)	(100)	(100)	(100)	%

60% of the admission (35 students) were males. Admittee's proportions by G.P.A. were:

	n	%
0-1.9	19	(33)
2-2.9	16	(27)
3-4.0	24	(40)

C. COLLEGIATE MAJORS (ALL COLLEGES AND UNIVERSITIES) BY SCHOOL

Area	Alisal	North Salinas	Salinas	District	
Undec	52 (33)	55 (26)	79 (31)	187 (30)	n %
Business	41 (25)	19 (9)	38 (15)	98 (16)	
Education	6 (4)	15 (7)	8 (3)	29 (5)	
Engineering	3 (2)	6 (3)	3 (1)	12 (2)	
English	3 (2)	19 (9)	3 (1)	25 (4)	
Fine Arts	8 (5)	21 (10)	10 (4)	39 (6)	
Police/Fire	8 (5)	13 (6)	3 (1)	24 (4)	
Sciences	23 (14)	57 (27)	69 (27)	149 (24)	
Social Sciences	15 (9)	15 (7)	46 (18)	76 (12)	
Total Percent	162 (100)	212 (100)	254 (100)	628 (100)	n %

*minus trade, technical and private business schools/colleges

About 60% of those without plans are males. Ethnic/Racial background does not appear to influence planning or lack of it. However, difference in G.P.A. is significant, more than 52% of those without plans were from the 0-1.9 grade group. The least in need of planning assistance were the highest G.P.A. group.

7. PRESENT EMPLOYMENT SITUATION

	Alisal	North Salinas	Salinas	District	
Unemployed, but looking for a job	64 (21)	55 (21)	44 (16)	170 (20)	n %
Apprenticeship Prog.	24 (8)	8 (3)	9 (3)	41 (5)	
On the job training	45 (15)	49 (19)	65 (25)	159 (19)	
Entered job fully qualified	128 (43)	117 (45)	157 (55)	402 (48)	
Job status not known	33 (11)	31 (12)	3 (1)	67 (8)	
Total	294	260	285	843	n
Percent	(100)	(100)	(100)	(100)	%

Relationship of Employment or Job Looking For to High School Training

	Alisal	North Salinas	Salinas	District	
Specifically related	21 (7)	13 (5)	9 (3)	43 (5)	n %
Somewhat related	63 (21)	75 (29)	77 (27)	215 (26)	
Unrelated	185 (62)	169 (65)	180 (63)	534 (63)	
Do not know relationship	30 (10)	3 (1)	17 (6)	50 (6)	
Total	298 (100)	260 (100)	285 (100)	843 (100)	n %

Relationship Between Present Job and Job Held During High School

	Alisal	North Salinas	Salinas	District	
Very related	55 (23)	74 (32)	90 (32)	219 (29)	n %
Somewhat related	50 (21)	30 (13)	56 (20)	136 (18)	
Not Related	133 (56)	126 (54)	134 (48)	393 (53)	
Total	238	230	280	748	n
Percent	(100)	(100)	(100)	(100)	%

[illegible] of Industry in Whith Employed

	Alsaal	North Dalinan	Dalinan	Total	
[illegible]	21 (4%)	7 (1%)	12 (2%)	40 (8%)	%
[illegible]	18 (4%)	11 (2%)	24 (4%)	53 (10%)	
[illegible] Real Estate	15 (3%)	17 (3%)	8 (1%)	40 (7%)	
[illegible]	17 (7%)	24 (11%)	34 (14%)	75 (32%)	
[illegible]	22 (4%)	19 (3%)	25 (10%)	66 (9%)	
[illegible] [illegible]	11 (3%)	11 (2%)	15 (3%)	37 (8%)	
Wholesale Retail Manufacturing	114 (18%)	103 (16%)	93 (15%)	310 (49%)	
Service	17 (7%)	17 (3%)	43 (17%)	76 (31%)	
Other	12 (2%)	9 (3%)	12 (2%)	33 (7%)	
Total Percent	242 (100%)	225 (100%)	344 (100%)	811 (100%)	%

Value Occupational Damage of the Employed by Sex

numbers are numbers of personal

Value

	Alsaal	North Dalinan	Dalinan	Total	
[illegible] Office	18	8	12	38	%
[illegible]-skilled	35	27	38	100	
[illegible]	35	28	64	127	
Total	131	103	113		%

[redacted]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table 4.1a

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	12 (11)	16 (14)	17 (14)	45 (13)	n %
Agree	17 (15)	19 (17)	14 (11)	50 (14)	
Undecided	17 (15)	31 (28)	17 (14)	65 (19)	
Disagree	17 (15)	9 (8)	31 (25)	57 (16)	
Strongly disagree	49 (44)	31 (28)	41 (33)	121 (35)	
Don't know	- (1)	7 (6)	4 (3)	11 (3)	
Total	111 (100)	112 (100)	123 (100)	346 (100)	n %

Many of the jobs for both males and females appear to be jobs of chance or convenience; therefore, a strong relationship to ultimate occupational objectives ought not to be expected.

9. USEFULNESS OF HIGH SCHOOL COURSES IN PRESENT ACTIVITY (completed one or more semesters)

Art/Music

	Alisal	North Salinas	Salinas	District	
Number in class who took one or more classes	205 (51)	207 (57)	227 (56)	639 (55)	n %
Not useful	66 (32)	66 (32)	52 (23)	184 (29)	
Somewhat	70 (34)	87 (42)	104 (46)	261 (41)	
Very	70 (34)	50 (24)	68 (30)	188 (29)	n %

Drama/Speech

	Alisal	North Salinas	Salinas	District	
n %	68 (17)	105 (29)	122 (30)	287 (25)	n %
Not useful	9 (13)	24 (23)	33 (27)	66 (23)	
Somewhat	21 (31)	41 (39)	40 (33)	102 (36)	
Very	38 (56)	37 (35)	48 (39)	123 (43)	n %

English, Literature, Writing

	Alisal	North Salinas	Salinas	District	
n	402	363	405	1170	n
%	(100)	(100)	(100)	(100)	%
Not useful	36	33	53	122	
	(9)	(9)	(13)	(10)	
Somewhat	137	156	146	439	
	(34)	(43)	(36)	(38)	
Very	217	171	203	591	n
	(54)	(47)	(50)	(52)	%

Foreign Language

	Alisal	North Salinas	Salinas	District	
n	249	247	275	771	n
%	(62)	(68)	(68)	(66)	%
Not useful	70	84	118	272	
	(28)	(34)	(43)	(35)	
Somewhat	105	101	105	311	
	(42)	(41)	(38)	(40)	
Very	75	57	52	184	n
	(30)	(23)	(19)	(24)	%

Mathematics

	Alisal	North Salinas	Salinas	District	
n	382	345	385	1112	n
%	(95)	(95)	(95)	(95)	%
Not useful	34	38	46	118	
	(9)	(11)	(12)	(11)	
Somewhat	168	110	185	463	
	(44)	(32)	(48)	(42)	
Very	176	197	154	527	n
	(46)	(57)	(40)	(47)	%

Science

	Alisal	North Salinas	Salinas	District	
n	346	345	365	1056	n
%	(86)	(95)	(90)	(90)	%
Not useful	121	135	120	376	
	(35)	(39)	(33)	(36)	
Somewhat	170	110	128	408	
	(49)	(32)	(35)	(39)	
Very	45	93	117	255	n
	(13)	(27)	(32)	(24)	%

Social Studies

	Alisal	North Salinas	Salinas	District	
n	362	352	377	1091	n
%	(90)	(97)	(93)	(93)	%
Not useful	148	141	139	428	
	(41)	(40)	(37)	(39)	
Somewhat	156	134	147	437	
	(43)	(38)	(39)	(40)	
Very	44	74	90	208	n
	(12)	(21)	(24)	(19)	%

Agriculture/Hort./Forestry

	Alisal	North Salinas	Salinas	District	
n	48	80	45	173	n
%	(12)	(22)	(11)	(15)	%
Not useful	4	23	23	50	
	(9)	(29)	(50)	(29)	
Somewhat	9	17	11	37	
	(18)	(21)	(25)	(21)	
Very	31	34	11	76	n
	(64)	(42)	(25)	(44)	%

Business/Office Practice

	Alisal	North Salinas	Salinas	District	
n	197	218	255	670	n
%	(49)	(60)	(63)	(57)	%
Not useful	26	20	33	79	
	(13)	(9)	(13)	(12)	
Somewhat	39	92	84	215	
	(20)	(42)	(33)	(32)	
Very	122	98	125	345	n
	(62)	(45)	(49)	(51)	%

Sales/Merchandising/Distributive Ed

	Alisal	North Salinas	Salinas	District	
n	36	36	20	92	n
%	(9)	(10)	(5)	(8)	%
Not useful	9	6	4	19	
	(25)	(18)	(20)	(21)	
Somewhat	14	20	8	42	
	(38)	(55)	(40)	(46)	
Very	14	10	8	32	n
	(38)	(27)	(40)	(35)	%

Health/Medical/Hospital

	Alisal	North Salinas	Salinas	District	
	84	69	53	206	n
	(21)	(19)	(13)	(18)	%
Not useful	9	26	15	50	
	(11)	(38)	(29)	(24)	
Somewhat	49	20	23	92	
	(58)	(29)	(43)	(45)	
Very	22	23	11	56	n
	(26)	(33)	(21)	(27)	%

Home Economics/Consumer Education

	Salinas	North Salinas	Salinas	District	
n	137	102	154	393	n
%	(34)	(28)	(38)	(34)	%
Not useful	14	28	45	87	
	(10)	(27)	(29)	(22)	
Somewhat	62	38	71	171	
	(45)	(37)	(46)	(44)	
Very	48	31	31	110	n
	(35)	(30)	(20)	(28)	%

Industrial/Technical/Trade Skills

	Salinas	North Salinas	Salinas	District	
n	72	94	101	267	n
%	(18)	(26)	(25)	(23)	%
Not useful	-	17	26	43	
		(18)	(26)	(16)	
Somewhat	29	20	22	71	
	(41)	(21)	(22)	(27)	
Very	42	51	53	146	n
	(59)	(54)	(52)	(55)	%

Work Experience

	Salinas	North Salinas	Salinas	District	
n	129	138	158	425	n
%	(32)	(38)	(39)	(36)	%
Not useful	13	23	41	77	
	(10)	(17)	(26)	(18)	
Somewhat	58	53	41	152	
	(45)	(39)	(26)	(36)	
Very	58	51	76	185	n
	(45)	(37)	(48)	(44)	%

Physical Education

	Alisal	North Salinas	Salinas	District	
	386	352	393	1131	n
	(%)	(97)	(97)	(97)	%
Not useful	85	70	126	281	
	(22)	(20)	(32)	(25)	
Somewhat	170	104	138	414	
	(44)	(30)	(35)	(37)	
Very	120	151	122	393	n
	(31)	(43)	(31)	(35)	%

Grouping those areas in which more than fifty percent of the graduating class completed one or more classes and grouping the somewhat and very useful responses produces the following evaluation of usefulness or value.

	%
English	90
Mathematics	89
Business	83
P.E.	72
Art and Drama	70
Foreign Language	64
Sciences	63
Social Studies	59

The minor areas in which less than fifty percent of the graduates completed one or more classes and grouping the somewhat and very useful categories together produced the following evaluation of usefulness in their present activity.

	%
Industrial Skills*	82
Sales and Merchandising	81
Work Experience	80
Drama/Speech	79
Home Economics	72
Health	72
Agriculture	65

*(note: industrial, technical and trade skill education received the highest rating of any major or minor area in its usefulness to the graduate. Fifty-five percent responded it was "very" useful.)

Usefulness of Subject Areas in Present Activity (District composite)
(reported by percent)*

	not useful	somewhat	very
Art/Music	29	41	29
Drama/Speech	23	34	43
English/Literature/Writing	18	30	52
Foreign Language	35	40	24
Mathematics	11	42	47
Science	36	39	24
Social Studies	39	40	19
Agriculture/horticulture/ forestry	29	21	44
Business/Office Practice	12	32	51
Sales, etc.	21	44	35
Health, etc.	24	45	27
Home Economics, etc.	22	44	28
Industrial Education, etc.	16	27	55
Work Experience	18	36	44
Physical Education	25	37	35

*the balance of 100%, if any, gave no answer

[illegible] [illegible] [illegible] [

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

Thinking Out Issues and Form Opinions

	Alisal	North Salinas	Salinas	District
Not helpful	44	36	81	161
	(11)	(10)	(20)	(14)
Somewhat	169	160	166	495
	(42)	(44)	(41)	(44)
Very helpful	169	160	146	475
	(42)	(44)	(36)	(42)

The foregoing evaluations by the graduates of specific skills may provide important feedback to school personnel.

15. THE GRADUATE'S EVALUATION OF SELECTED COUNSELING SERVICES

Agreement with Statement: "My Counselor Gave Me Good Information In Planning My High School Program

	Alisal	North Salinas	Salinas	District	
Strongly agree	48	80	109	237	n
	(12)	(22)	(27)	(20)	%
Agree	105	142	138	385	
	(26)	(39)	(34)	(33)	
Undecided	52	51	49	152	
	(13)	(14)	(12)	(13)	
Disagree	117	62	77	256	
	(29)	(17)	(19)	(22)	
Strongly disagree	72	22	28	122	
	(18)	(6)	(7)	(10)	
Total	402	363	405	1170	n
Percent	(100)	(100)	(100)	(100)	%

Agreement with Statement: "My Counselor Was Helpful in Planning My Activity After Graduation

	Alisal	North Salinas	Salinas	District	
Strongly agree	36	54	49	139	n
	(9)	(15)	(12)	(12)	%
Agree	40	83	93	216	
	(10)	(23)	(23)	(18)	
Undecided	64	69	73	206	
	(16)	(19)	(18)	(18)	
Disagree	137	102	134	373	
	(34)	(28)	(33)	(32)	
Strongly disagree	117	44	49	210	
	(29)	(12)	(12)	(18)	
Total	402	363	405	1170	n
	(100)	(100)	(100)	(100)	%

My Counselor Was Helpful in Planning My Activity After Graduation
By Sex

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	22 (11)	14 (9)	21 (11)	57 (10)	n %
Agree	16 (8)	21 (13)	36 (19)	73 (13)	
Undecided	48 (24)	48 (30)	40 (21)	136 (25)	
Disagree	65 (32)	53 (33)	44 (23)	162 (30)	
Strongly disagree	48 (24)	21 (13)	40 (21)	109 (20)	
Don't know	6 (3)	3 (2)	8 (4)	17 (3)	
Total Percent	202 (100)	161 (100)	190 (100)	553 (100)	n %

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	14	38	28	80	n
	(7)	(19)	(13)	(13)	%
Agree	22	63	56	141	
	(11)	(31)	(26)	(23)	
Undecided	22	20	34	76	
	(11)	(10)	(16)	(12)	
Disagree	69	48	86	203	
	(35)	(24)	(40)	(33)	
Strongly disagree	65	22	11	98	
	(33)	(11)	(5)	(16)	
Don't know	4	10	-	14	
	(2)	(5)	(-)	(2)	
Total	198	202	215	615	n
Percent	(100)	(100)	(100)	(100)	%

My Counselor Was Helpful in Planning My Activity After Graduation
By Ethnic/Racial Group

Strongly Agree

	Alisal	North Salinas	Salinas	District	
Black	-	-	-		
	(-)	(-)	(-)		
Caucasian	22	36	44	102	n
	(10)	(14)	(15)	(13)	%
Spanish Surname	11	3	5	19	
	(9)	(7)	(10)	(9)	
Other	3	13	2	18	n
	(6)	(24)	(4)	(11)	%

Agree

Black	5	-	2	7	n
	(67)	(-)	(33)	(44)	%
Caucasian	13	54	62	129	
	(6)	(21)	(21)	(17)	
Spanish Surname	5	16	10	31	
	(4)	(33)	(20)	(14)	
Other	9	13	16	38	n
	(19)	(24)	(29)	(24)	%

Undecided

	Alisal	North Salinas	Salinas	District	
Black	1 (33)	3 (100)	2 (33)	6 (50)	n %
Caucasian	35 (16)	46 (18)	50 (17)	131 (17)	
Spanish Surname	28 (22)	16 (33)	15 (30)	59 (26)	
Other	3 (6)	3 (5)	10 (17)	16 (10)	n %

Disagree

Black	- (-)	- (-)	2 (33)	2 (13)	n %
Caucasian	101 (46)	64 (25)	103 (35)	268 (35)	
Spanish Surname	21 (17)	10 (20)	15 (30)	46 (21)	
Other	12 (25)	23 (43)	16 (29)	51 (32)	n %

Strongly Disagree

Black	- (-)	- (-)	- (-)		
Caucasian	44 (20)	44 (17)	30 (10)	118 (15)	n %
Spanish Surname	54 (43)	- -	5 (10)	59 (26)	
Other	21 (44)	3 (5)	12 (21)	36 (23)	n %

My Counselor Was Helpful in Planning My Activity After Graduation
By Grade Point Average

Strongly Agree

	Alisal	North Salinas	Salinas	District	
0-1.9	- (-)	4 (8)	- (-)	4 (3)	n %
2-2.9	27 (8)	33 (15)	22 (9)	82 (10)	
3-4.0	13 (13)	17 (17)	33 (23)	63 (21)	n %

Agree

	Alisal	North Salinas	Salinas	District	
0-1.9	-	8	9	17	n
	-	(17)	(14)	(11)	%
2-2.9	34	43	49	126	
	(10)	(20)	(20)	(16)	
3-4.0	13	31	32	76	n
	(13)	(31)	(32)	(25)	%

Undecided

0-1.9	24	11	18	53	n
	(45)	(25)	(29)	(33)	%
2-2.9	69	39	41	149	
	(20)	(18)	(17)	(19)	
3-4.0	-	17	16	33	n
	(-)	(17)	(16)	(11)	%

Disagree

0-1.9	15	15	22	52	n
	(27)	(33)	(36)	(33)	%
2-2.9	123	67	92	282	
	(36)	(31)	(38)	(35)	
3-4.0	33	20	23	76	n
	(32)	(20)	(23)	(25)	%

Strongly Disagree

0-1.9	15	8	4	27	n
	(27)	(17)	(7)	(17)	%
2-2.9	82	24	39	145	
	(24)	(11)	(16)	(18)	
3-4.0	40	11	6	57	n
	(39)	(11)	(6)	(19)	%

Considering that almost half of the graduates wished they had different high school programs, it is not surprising that the district's counseling services received some hard rage. Apparently, graduates feel that their counselor should have insisted or forced them to take a different program. Perhaps the counselors felt it was the student's responsibility to make the decision. It has not been demonstrated that when proper and important advice is given, the counselee recognizes and accepts the advice as such. (During) the 1974-75 school year, the Salinas Union High School District has been extended an invitation to join in a National Science Foundation funded research project operated by the American Institute for Research and Education which will seek to discover the importance that

[illegible] place upon given information in the decision process. That is, can they separate important from unimportant information and make a decision relevant to the information given.) The results of that project will tell us what value is to be placed upon the evaluation given the counseling services such as the foregoing.

IV. THE GRADUATES' EVALUATION OF THEIR INSTRUCTORS - AGREEMENT WITH STATEMENTS

Most of My Teachers Made Their Courses Interesting and Enjoyable

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	22 (11)	6 (4)	11 (6)	39 (7)	N %
Agree	127 (63)	44 (41)	105 (55)	296 (54)	
Undecided	28 (14)	34 (21)	29 (15)	91 (16)	
Disagree	22 (11)	27 (17)	25 (13)	74 (13)	
Strongly disagree	4 (3)	24 (15)	21 (11)	51 (9)	N %

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	34 (17)	12 (6)	34 (16)	80 (13)	N %
Agree	125 (63)	105 (52)	104 (50)	334 (55)	
Undecided	18 (9)	36 (18)	34 (16)	88 (14)	
Disagree	18 (9)	36 (18)	39 (18)	93 (15)	
Strongly disagree	4 (2)	12 (6)	- (-)	16 (3)	N %

In general females are a bit more appreciative of their teacher's efforts to make their courses interesting and enjoyable. The males who disagree tend to be from the low grade point average group.

[illegible]

Males

	Alcoa	North Haltom	Haltom	Statewide	
Strongly agree	32 (14)	6 (8)	13 (6)	85 (8)	0 0
Agree	85 (42)	69 (43)	86 (45)	280 (43)	
Undecided	58 (29)	37 (23)	44 (23)	139 (25)	
Disagree	32 (16)	39 (24)	29 (15)	100 (18)	
Strongly disagree	14 (8)	10 (11)	22 (11)	51 (1.0)	0 0

Females

	Alcoa	North Haltom	Haltom	Statewide	
Strongly agree	14 (8)	22 (11)	13 (6)	53 (9)	0 0
Agree	103 (52)	63 (32)	86 (40)	252 (40)	
Undecided	34 (17)	28 (14)	47 (22)	109 (17)	
Disagree	30 (15)	45 (23)	41 (19)	136 (22)	
Strongly disagree	18 (7)	12 (6)	6 (3)	36 (5)	0 0

The graduate's sex did not produce a highly noticeable difference in agreement or disagreement. The strong disagreement was not associated with a specific identifiable characteristic. It was spread equally across all categories.

More than half of the dissatisfied (55%) had grade point averages between 2 and 2.9, and 23% and 22% came from the 0-1.9 and 3-4.0 groups respectively. The dissatisfied group is probably related to the group of graduates who wished they had completed a different program. Considerable attention needs to be given to the process whereby the student makes a final selection of high school program. The question that must be answered is whether completion of the program will leave the graduate with a feeling of accomplishment or disillusion.

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PART II

FOLLOW UP SURVEY OF THE GRADUATING CLASS OF 1969

"For when fear is overcome, curiosity and constructiveness are free, and man passes by natural impulse towards the understanding and embellishment of life."

Will Durant: Our Oriental Heritage

I. DESCRIPTION OF THE GRADUATING CLASS OF 1969

Ethnic/Racial Composition
reported by high school with district summation
in number of persons and (percent) of class

	Alisal	North Salinas	Salinas	District	
Black	1	2	3	6	n
	(-)	(1)	(1)	(-)	%
Caucasian	254	265	264	783	
	(65)	(79)	(78)	(74)	
Spanish Surname	106	48	44	198	
	(27)	(14)	(13)	(19)	
Other*	29	20	26	75	
	(7)	(6)	(8)	(7)	
Total	390	335	337	1062	n
Percent	(100)	(100)	(100)	(100)	%

*The "other" group is a composite of American Indian, Filipino, and American Asian persons.

The most significant increase in number of graduates between 1969 and 1973 was in the increase in number of the "other" group. It increased about 110%. The Spanish Surname group increased by 13%. The Black group increased dramatically, but only constitutes about 1.5% of the graduating class.

Grade Point Average by Sex

Females

	Alisal	North Salinas	Salinas	District	
0-1.9	48	55	28	131	n
	(23)	(31)	(17)	(24)	%
2-2.9	116	92	105	313	
	(57)	(51)	(61)	(56)	
3-4.0	41	32	38	111	
	(20)	(18)	(22)	(20)	
Total	205	179	171	555	n
Percent	(10)	(100)	(100)	(100)	%

Males

	Alisal	North Salinas	Salinas	District	
	43	68	34	145	n
	(34)	(44)	(22)	(33)	%
	130	68	102	276	
	(57)	(44)	(61)	(54)	
	16	20	28	64	
	(9)	(12)	(17)	(13)	
	175	156	166	507	n
	(100)	(100)	(100)	(100)	%

[illegible] interval between 1969 and 1973 very significant changes occurred [illegible] with women in the grade point average characteristic. The number [illegible] who earned medium (2-2.9) and high (3-4.0) grade point [illegible] increased sharply. Whether the meaning is that the more [illegible] graduates are better workers, or whether the elementary school [illegible] preparation of the later graduates was more thorough, or whether [illegible] grading practices have become more relaxed is unknown. What is likely [illegible] is that for some combination of reasons, grade point averages have [illegible] increased.

High School Program

[illegible] reservations apply to program definitions as applied to [illegible] the class of 1973. The definitions used in coding the classes of 1969 [illegible] 1973 tend to be classical definitions requiring the completion of [illegible] a block of thirty hours or more in a clear coherent sequence of [illegible] courses. This definition would be a description of a Program written [illegible] with a capital "P". Others might well take the position that the [illegible] minimum definition of vocational preparation would be the completion [illegible] of two classes preparing the person with entry level skills in some [illegible] specific occupational area. Therefore, this information appears as [illegible] information only with the stipulation clearly understood that program [illegible] is more loosely defined than any of the other characteristics.]

	Alisal	North Salinas	Salinas	District	
College Preparatory	74	83	133	289	n
	(19)	(25)	(39)	(27)	%
General Program	165	97	82	344	
	(42)	(29)	(24)	(32)	
Vocational Program	151	155	123	429	
	(39)	(46)	(36)	(41)	
	[illegible]	331	337	1062	n
	(100)	(100)	(100)	(100)	%

The most significant apparent program change in the 1969 to 1973 interval was a sixty percent reduction in the number of graduates completing a vocationally defined Vocational Preparatory program. It should be noted that many of the College Preparatory and General Program graduates have completed one or more classes in the Vocational Preparatory Program.

Number of Years of Attendance at High School Prior to Graduation

	Alisal	North Salinas	Salinas	District	
1	15	6	3	24	N
	(4)	(2)	(1)	(2)	%
2	15	9	18	42	
	(4)	(3)	(5)	(4)	
3	24	22	17	63	
	(6)	(7)	(5)	(6)	
4	336	298	299	933	
	(86)	(89)	(89)	(88)	
Total	350	335	337	1062	N
	(100)	(100)	(100)	(100)	%

Sixty-four percent of the Freshman class of 1965-66 graduated from Salinas high schools four years later. The difference in family mobility within specific high school attendance areas is quite distinct. The following approximate percents of the Freshman classes graduated from a Salinas high school four years later:

	%
Alisal High School	47
North Salinas High School	86
Salinas High School	74

The comparable figures for the graduating class of 1973 are:

	%
Alisal High School	52
North Salinas High School	67
Salinas High School	70

The major source of error in these statistics would be from inter-school transfer. For instance, some of the original members of the 9th grade class at school "X" may have graduated from either of

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

About two-thirds of this group are attending college full time. The follow-up studies of the classes of 1970 through 1973 support the expectation that, during the first year after graduation from high school, fifty percent of the Class of 1969 attended college full time. By the fifth year following graduation seventeen percent of the class was still attending full time. The proportion of the class attending college part time changed very little over time: about 10% during the first year and 8% during the fifth year.

Working Full/Part Time by Graduate's Sex

	Alisal	North Salinas	Salinas	District	
Male	133	84	120	337	n
	(72)	(54)	(72)	(66)	%
Female	137	93	118	348	
	(67)	(52)	(69)	(63)	
Total	270	177	238	685	n
% of class	(69)	(53)	(71)	(65)	%

There is virtually no difference in the percentage of the class that is working between the classes of 1969 and 1973.

However when "working" is separated into full and part time the following information emerges:

	Graduating Class of		
	1973	1969	
Full Time	309	570	n
	(26)	(54)	%
Part Time	390	117	n
	(33)	(11)	%

Therefore the changes in the employment situation, as expected, were shifts from part time to full time employment. There is little difference in the proportion employed in terms of the Graduate's sex.

Working Full/Part Time by Graduate's Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	1	2	3	6	n
	(100)	(100)	(100)	(100)	%
Caucasian	185	133	190	508	
	(73)	(50)	(72)	(65)	
Spanish Surname	74	34	29	137	
	(70)	(71)	(66)	(69)	
Other	23	8	16	47	
	(78)	(38)	(60)	(63)	
Total	283	177	238	698	n
% of class	(73)	(53)	(71)	(66)	%

The following table presents information on full-time employment only

Full-Time Employment by Graduate's Ethnic/Racial Background

	Alisal	North Salinas	Salinas	District	
Black	1	-	3	4	n
	(100)	(-)	(100)	(67)	%
Caucasian	165	119	143	427	
	(65)	(45)	(54)	(55)	
Spanish Surname	49	28	23	100	
	(46)	(59)	(53)	(51)	
Other	19	5	16	40	
	(67)	(25)	(60)	(53)	
Total	234	152	185	571	n
% of class	(60)	(45)	(55)	(54)	%

The record shows that there is no ethnic/racial group relationship to full-time employment as a gross concept.

Full-Time Employment by Graduate's Grade Point Average

	Salinas	North Salinas	Salinas	District	
0-1.9	73	68	50	191	n
	(66)	(55)	(78)	(64)	%
2-2.9	127	72	114	313	
	(57)	(45)	(55)	(53)	
3-4.0	34	14	23	71	
	(59)	(26)	(35)	(41)	
Total	234	154	187	575	n
	(60)	(46)	(55)	(54)	%

Contrasting the district totals for full-time employment by grade point average between the classes of 1973 and 1969 provides this basis for analysis:

Employed Full Time by Grade Point Average

	Class of 1973	1969	% Change
0-1.9	74 (46)	191 (64)	+18
2-2.9	205 (29)	313 (53)	+24
3-4.0	32 (10)	71 (41)	+31
Total	311 (27)	575 (54)	+27

It appears that at least four or five years pass before half of a graduating class is employed full time in the civil work force. Quantitatively, the middle G.P.A. group will contribute the most members to the work force. The lowest G.P.A. group will contribute the largest proportionate number of workers. And the highest G.P.A. group may make the greatest qualitative contribution.

4. TYPE OF POST SECONDARY EDUCATIONAL INSTITUTION ATTENDING

	Alisal	North Salinas	Salinas	District	
Four-Year College	29 (39)	56 (80)	79 (63)	164 (61)	n %
Technical School	- (-)	- (-)	4 (3)	4 (1)	
Trade School	- (-)	- (-)	4 (3)	4 (1)	
Business School	- (-)	- (-)	- (-)	- (-)	
Community College	45 (61)	14 (20)	38 (30)	97 (36)	
Other School	- (-)	- (-)	6 (5)	6 (2)	
Total %	74 (100)	70 (100)	126 (100)	270 (100)	n %

The evidence shows that independent technical trade or private business schools are not significant options for our graduates. Whatever technical, trade or business courses are completed are taken at public colleges and universities as well as similar training offered by schools of the Armed Forces.

College or University Attending

	Alisal	North Salinas	Salinas	District	
Any University of California	3	11	23	37	n
	(4)	(16)	(18)	(14)	%
Any California State University	23	36	38	97	
	(30)	(52)	(30)	(36)	
California Private College	3	8	13	24	
	(4)	(12)	(10)	(9)	
California Community College	45	14	38	97	
	(61)	(20)	(30)	(36)	
Other	-	-	16	16	
	(-)	(-)	(13)	(6)	
Total	74	70	126	270	n
%	(100)	(100)	(100)	(100)	%

5. PRESENT JOB SITUATION

	Alisal	North Salinas	Salinas	District	
Unemployed, but looking for a job	22	12	19	53	n
	(8)	(7)	(8)	(7)	%
In an Apprenticeship Program	22	4	19	45	
	(8)	(2)	(8)	(6)	
Receiving On-The-Job Training	41	25	69	135	
	(15)	(14)	(29)	(18)	
In a job I am fully qualified for	165	124	109	398	
	(61)	(70)	(46)	(54)	
No Answer	19	12	24	55	
	(7)	(7)	(10)	(7)	
Total	292	189	257	738	n
% of class	(75)	(56)	(76)	(69)	%

Comparison of the classes of 1969 and 1973 points out that a substantial decrease in unemployment occurs. However, the decrease occurs without an increase in the proportion of full or part time employment which has remained stable at about 65%. It is also surprising that the proportion of the classes involved in Apprenticeship Programs, receiving On-the-Job Training, or in a job fully qualified for are essentially the same for

both classes even though they are separated in date of graduation by five years. These statistics may actually be detecting the organizational structure of employment: perhaps five or six percent are usually undergoing apprenticeship training and eighteen to twenty percent are being retrained or trained on the job. Whether these phenomena are more characteristic of the first five or ten years in the working life of graduates or descriptive of a longer period can only be answered by a study of a class ten to fifteen years after graduation.

Relationship of Employment or Job Looking For
To High School Training

	Alisal	North Salinas	Salinas	District	
Specifically Related	22	11	3	26	n
	(8)	(6)	(1)	(4)	%
Somewhat Related	85	47	85	217	
	(29)	(25)	(33)	(29)	
Unrelated	181	125	154	460	
	(62)	(66)	(60)	(62)	
Do Not Know Relationship	12	6	15	33	
	(4)	(3)	(6)	(4)	
Total	292	189	257	738	n
% of class	(75)	(56)	(76)	(69)	%

There is good reason for believing that for one reason or another this question does not function as intended. For instance, somewhere along the line graduates who have completed courses in typing and who are employed as general office workers do not connect the two as related. Perhaps what the graduates are saying is the person they organized themselves into as a high school student and the person they organized themselves into as employed worker are not related. The main point is the graduates' answers do not tell us what the relationship is between training and employment.

Relationship Between High School Program and Present Employment

Received Specific High School Training

	Alisal	North Salinas	Salinas	District	
College Preparatory	-	-	-	-	
General Program	-	-	-	-	
Vocational Preparatory	10	11	4	25	C
	(16)	(13)	(5)	(9)	%

Employed in a Field SOMEWHAT Related to High School Training

	Alisal	North Salinas	Salinas	District	
College Preparatory	22	10	27	59	n
	(43)	(25)	(28)	(29)	%
General Program	22	15	10	47	
	(19)	(29)	(14)	(34)	
Vocational Preparatory	34	19	43	96	
	(59)	(22)	(59)	(48)	
Total	78	44	80	202	n
% of working	(29)	(25)	(54)	(29)	%

Employed in a Field UNRELATED to High School Training

	Alisal	North Salinas	Salinas	District	
College Preparatory	25	31	61	117	n
	(56)	(75)	(64)	(27)	%
General Program	85	36	53	174	
	(73)	(71)	(77)	(41)	
Vocational Preparatory	58	52	26	136	
	(56)	(59)	(36)	(32)	
Total	168	119	140	427	n
% of working	(62)	(66)	(59)	(62)	%

Although program information is the weakest of the graduate's profile characteristics and the question did not function properly, there is some evidence that graduates who complete a vocational program tend to find employment related to their training, if it is enough.

Examples of Groups Within Major Industries

Agriculture

Crop or livestock production, services to assist with production

Construction

Building and other than building construction

Finance, Insurance, Real Estate

Banking, credit agencies, insurance, real estate offices and investment services

Government

General government offices, public order and safety offices, human resource agencies

Manufacturing

Food and kindred products, wood products, printing and publishing, building and building material products, metal products, machinery and transportation equipment, electrical and electronic products, measuring equipment

Transportation/Communication

Public transportation, motor freight transportation and warehousing, pipe lines, U.S. Postal Service, electric, gas, and sanitary services, all forms of communication

Wholesale/Retail Merchandising

Wholesale trade (durable and non-durable goods), building materials, general merchandise stores, food stores, automotive dealers and service stations, apparel, furniture, home furnishing and equipment stores, eating and drinking places

Services

Hotels and other lodging places, personal services, business services, automotive repair and services, misc. services, amusement and recreation services, health, legal, educational and social services, membership organizations, private household work

[illegible]

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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The perception of the adequacy of pay for work rendered has changed towards a greater satisfaction. Females in particular are much more satisfied. (One of the discoveries from Project Talent: a twenty-year ongitudinal study by nationwide sample of members of the ninth through twelfth grades in 1960, is that high school females tend to have occupational aspirations that are more unrealistic than their male counterparts.) The interaction of their expectations and the reality of employment may be the underlying explanation of the change noted above.

Agreement with Statement: "I Am Satisfied with My Job At This Stage."

	Males				
	Alisal	North Salinas	Salinas	District	
Strongly agree	50 (37)	39 (44)	15 (13)	104 (30)	n %
Agree	58 (43)	12 (13)	45 (38)	115 (34)	
Not sure	14 (10)	17 (19)	15 (13)	46 (13)	
Disagree	4 (3)	12 (13)	20 (17)	36 (11)	
Strongly disagree	10 (7)	5 (6)	20 (17)	35 (10)	n %

	Females				
	Alisal	North Salinas	Salinas	District	
Strongly agree	42 (31)	21 (24)	20 (17)	83 (24)	n %
Agree	57 (42)	46 (52)	34 (29)	137 (40)	
Not sure	11 (8)	4 (4)	9 (8)	24 (7)	
Disagree	11 (8)	7 (8)	30 (25)	48 (14)	
Strongly disagree	15 (11)	7 (8)	9 (8)	31 (9)	n %

Job satisfaction has changed a great deal except that more females are more discontent than previously.

Agreement with Statement: "My Job is Related to My Ultimate Occupational Objectives"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	27	34	9	70	n
	(20)	(38)	(8)	(20)	%
Agree	41	17	39	97	
	(30)	(19)	(33)	(28)	
Not sure	41	22	15	78	
	(30)	(25)	(13)	(23)	
Disagree	9	-	30	39	
	(7)	(-)	(25)	(11)	
Strongly disagree	14	12	20	46	n
	(10)	(13)	(17)	(13)	%

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	34	11	30	75	n
	(25)	(12)	(25)	(26)	%
Agree	38	39	9	86	
	(28)	(44)	(8)	(25)	
Not sure	4	18	30	52	
	(3)	(20)	(25)	(15)	
Disagree	30	7	30	67	
	(22)	(8)	(25)	(20)	
Strongly disagree	23	11	9	43	n
	(17)	(12)	(8)	(13)	%

For whatever reasons, many graduates of both sexes are now satisfied that their present job is related positively to their ultimate career objective. About twenty percent more of the males now agree to the positive relationship, and about twenty-five percent more of the females. Undoubtedly, changes in maturity, levels of expectation and improvement in the position on the occupational ladder influence the graduates' evaluation of the correspondence of their career objectives and their present jobs.

7. USEFULNESS OF HIGH SCHOOL COURSES IN PRESENT ACTIVITY - CUMULATIVE USE OF MORE SEMESTER COURSES (The balance of 100%, if any, gave no answer.)

Art/Music

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	189	202	222	623	n
	(51)	(57)	(64)	(59)	%
Not useful	103	83	82	268	
	(52)	(41)	(37)	(43)	
Somewhat	74	83	93	250	
	(37)	(41)	(42)	(40)	
Very	18	36	36	90	n
	(9)	(18)	(16)	(14)	%

It should be recalled that what the graduates are evaluating is the utility of specific curricular areas in relation to their present activity. There are many motives for enrolling in specific curricular areas -- utilitarianism is but one motive and not necessarily the strongest. For instance, many persons might enroll in a music class simply because they felt enjoyment in making music, and not because they planned a professional career as a musician. Utility is but one dimension of evaluation.

Drama/Speech

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	113	97	108	318	n
	(29)	(29)	(32)	(30)	%
Not useful	26	14	15	55	
	(23)	(14)	(14)	(17)	
Somewhat	31	57	41	129	
	(27)	(59)	(38)	(41)	
Very	47	26	46	119	n
	(42)	(27)	(43)	(37)	%

English/Composition/Writing

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	190 (100)	195 (100)	197 (100)	1063 (100)	n %
Not useful	39 (20)	13 (6)	27 (8)	79 (7)	
Somewhat	169 (43)	137 (41)	131 (39)	436 (41)	
Very	179 (84)	174 (52)	169 (50)	527 (49)	n %

Foreign Languages

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	211 (54)	221 (66)	276 (82)	708 (67)	n %
Not useful	78 (37)	117 (53)	141 (51)	336 (47)	
Somewhat	95 (45)	69 (31)	72 (26)	236 (33)	
Very	34 (16)	31 (14)	63 (23)	128 (18)	n %

Mathematics

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	374 (96)	319 (95)	330 (98)	1023 (96)	n %
Not useful	22 (6)	25 (8)	56 (17)	103 (10)	
Somewhat	150 (40)	153 (48)	83 (25)	386 (38)	
Very	202 (52)	140 (42)	191 (56)	533 (52)	n %

Science

	Alisal	North Salinas	Salinas	District	
Number who took one or more classes	328 (84)	295 (88)	320 (95)	943 (89)	n %
Not useful	167 (51)	183 (95)	118 (37)	368 (41)	
Somewhat	92 (28)	112 (38)	102 (32)	306 (32)	
Very	52 (16)	80 (24)	100 (29)	232 (25)	n %

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	990	231	837	1062	%
	(1000)	(1000)	(1000)	(1000)	%
[illegible]	194	118	142	454	
	(19)	(51)	(17)	(43)	
[illegible]	137	129	152	417	
	(14)	(56)	(18)	(39)	
[illegible]	54	93	83	230	%
	(6)	(22)	(10)	(22)	%

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	70	47	48	165	%
	(29)	(14)	(12)	(16)	%
[illegible]	39	21	5	65	
	(56)	(45)	(10)	(39)	
[illegible]	17	17	15	49	
	(22)	(36)	(30)	(30)	
[illegible]	17	9	28	54	%
	(23)	(19)	(56)	(33)	%

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	250	104	182	536	%
	(14)	(58)	(54)	(29)	%
[illegible]	47	18	12	91	
	(19)	(18)	(7)	(17)	
[illegible]	70	65	42	217	
	(28)	(64)	(24)	(41)	
[illegible]	133	91	114	338	%
	(53)	(47)	(67)	(63)	%

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	154	84	61	301	%
	(85)	(23)	(18)	(28)	%
[illegible]	51	18	15	84	
	(33)	(21)	(25)	(28)	
[illegible]	49	27	24	101	
	(32)	(32)	(40)	(34)	
[illegible]	54	39	22	115	%
	(36)	(47)	(33)	(38)	%

[illegible]

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	[illegible]	[illegible]	[illegible]	[illegible]	
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Agreement With Statement: "My Counselor Was Helpful in Planning My Activity After Graduation"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	-	9	5	14	n
	(-)	(6)	(3)	(3)	%
Agree	9	5	20	34	
	(5)	(3)	(12)	(7)	
Undecided	33	19	6	58	
	(18)	(12)	(9)	(11)	
Disagree	80	56	53	189	
	(43)	(36)	(32)	(37)	
Strongly disagree	65	66	73	204	n
	(35)	(42)	(44)	(40)	%

In the five-year interlude between graduation and evaluation of this aspect of counseling service an influence of unknown degree may have been introduced by extended practical experience. Indeed if the influence of practical experience is real rather than assumed, then it may be expected that the negative evaluation of counseling experience will increase in proportion to length of time since graduation. If, instead, the evaluation of services tends to remain constant, then a considerable improvement in services directed at planning for after graduation activity has taken place.

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	8	-	-	8	n
	(4)	(-)	(-)	(1)	%
Agree	21	16	50	87	
	(10)	(9)	(29)	(16)	
Undecided	25	32	17	74	
	(12)	(18)	(10)	(13)	
Disagree	90	90	50	230	
	(44)	(50)	(29)	(41)	
Strongly disagree	62	41	55	158	n
	(30)	(23)	(32)	(28)	%

The same arguments stated for the males also applies to the evaluation of services by the female graduates. It should be noted that in general females tend to be slightly more satisfied with counseling services than males.

It would appear that the counseling practices that lead to selection of high school program are critical and require close attention. This report elaborates in great detail what the future activities of students, given certain characteristics, will do following graduation. Providing the assumption is made, "all other things being equal," sound advice for individual students can be found here. The advice should always be given with full consciousness of the probablistic nature of any personal counseling. Surveys of this sort report upon the subsequent activities of groups of persons who share a common identifiable characteristic(s). Strictly speaking, future behavior of one individual cannot be forecast. Therefore, although standard practices can be adopted to help all individuals make personal plans for the future, the counselors advice for what would be the best decision for a particular individual must always remain tentative.

14. THE GRADUATES' EVALUATION OF THEIR INSTRUCTORS - AGREEMENT WITH STATEMENTS

"Most of My Teachers Made Their Courses Interesting and Enjoyable"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	9	-	5	14	n
	(5)	(-)	(3)	(3)	%
Agree	93	47	53	193	
	(50)	(30)	(32)	(38)	
Undecided	33	33	30	96	
	(18)	(21)	(18)	(19)	
Disagree	37	70	53	160	
	(20)	(45)	(32)	(32)	
Strongly disagree	15	5	25	45	n
	(8)	(3)	(15)	(9)	%

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	45	9	10	64	n
	(22)	(51)	(6)	(12)	%
Agree	103	109	55	267	
	(50)	(61)	(32)	(48)	
Undecided	12	29	39	80	
	(6)	(16)	(23)	(14)	
Disagree	29	25	44	98	
	(14)	(14)	(26)	(18)	
Strongly disagree	16	9	22	47	n
	(8)	(5)	(13)	(8)	%

Although female graduates from the two classes tend to evaluate their teachers' efforts to make their classes interesting and enjoyable, similarly, there is a substantial difference in how the two groups of males evaluate their teachers' efforts. The more recently graduated males are much more appreciative of their teachers' efforts.

"Most of My Teachers Tried to Meet My Specific Educational Needs"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	9	5	5	19	n
	(5)	(3)	(3)	(4)	%
Agree	70	33	53	156	
	(38)	(21)	(32)	(31)	
Undecided	57	47	23	127	
	(31)	(30)	(15)	(25)	
Disagree	33	56	40	129	
	(18)	(36)	(24)	(25)	
Strongly disagree	19	14	43	76	n
	(10)	(9)	(26)	(15)	%

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	25	4	17	46	n
	(12)	(2)	(10)	(8)	%
Agree	107	90	34	231	
	(52)	(50)	(19)	(42)	
Undecided	37	29	10	76	
	(18)	(16)	(6)	(14)	
Disagree	16	54	89	159	
	(8)	(30)	(52)	(29)	
Strongly disagree	21	4	22	47	n
	(10)	(2)	(13)	(8)	%

Again, the female graduates tend to respond to this question similarly regardless of year of graduation, while more recently graduated males have responded with a more favorable evaluation.

"Most of My Teachers Related their Subjects to the Needs of Today"

Males

	Alisal	North Salinas	Salinas	District	
Strongly agree	19	-	5	24	n
	(10)	(-)	(3)	(5)	%
Agree	46	37	35	118	
	(25)	(24)	(21)	(23)	
Undecided	33	42	20	95	
	(18)	(27)	(12)	(19)	
Disagree	61	61	58	180	
	(33)	(39)	(35)	(36)	
Strongly disagree	28	14	48	90	n
	(15)	(9)	(29)	(18)	%

Females

	Alisal	North Salinas	Salinas	District	
Strongly agree	21	4	10	35	n
	(10)	(2)	(6)	(6)	%
Agree	74	81	50	205	
	(36)	(45)	(29)	(37)	
Undecided	45	45	10	100	
	(22)	(25)	(6)	(18)	
Disagree	53	32	77	162	
	(26)	(18)	(45)	(29)	
Strongly disagree	12	16	22	50	n
	(6)	(9)	(13)	(9)	%

Assuming that more recent graduates of both sexes will evaluate this question more positively than graduates more removed in time, males apparently have some experiences which cause their evaluations to change or deteriorate.

"Most of My Teachers Were Not Prejudiced Toward Minority Group Students"

	Alisal	North Salinas	Salinas	District	
Strongly agree	101	47	67	215	n
	(24)	(14)	(20)	(20)	%
Agree	179	194	88	461	
	(46)	(58)	(26)	(43)	
Undecided	82	54	131	267	
	(21)	(16)	(39)	(25)	
Disagree	16	40	30	86	
	(4)	(12)	(9)	(8)	
Strongly Disagree	12	-	20	32	n
	(3)	(-)	(6)	(3)	%

There is very little difference in the response of the two classes to this question. Although this evaluation is slightly more negative it is still quite favorable.

Responses by Ethnic/Racial Group

	Alisal	North Salinas	Salinas	District	
		Strongly Agree			
Black	-	-	-	-	n
	(-)	(-)	(-)	(-)	%
Caucasian	74	45	53	172	
	(29)	(17)	(20)	(22)	
Spanish Surname	20	4	11	35	
	(19)	(8)	(25)	(18)	
Other	7	-	4	11	n
	(25)	(-)	(17)	(15)	%
		Agree			
Black	-	2	-	2	n
	(-)	(100)	(-)	(33)	%
Caucasian	114	148	69	331	
	(45)	(56)	(26)	(42)	
Spanish Surname	45	28	17	90	
	(42)	(58)	(38)	(45)	
Other	10	17	6	39	n
	(63)	(83)	(17)	(52)	%

	Ritual	North Salinas	Salinas	District	
		Undecided			
Black	-	-	-	-	n
	(-)	(-)	(-)	(-)	%
Caucasian	14	6	114	217	
	(12)	(17)	(44)	(28)	
Spanish Surname	24	8	6	34	
	(13)	(8)	(13)	(17)	
Other	4	3	9	16	n
	(13)	(17)	(33)	(21)	%
		Disagree			
Black	1	-	-	1	n
	(100)	(-)	(-)	(17)	%
Caucasian	10	27	14	51	
	(4)	(10)	(6)	(7)	
Spanish Surname	4	12	6	22	
	(4)	(25)	(13)	(11)	
Other	-	-	9	9	n
	(-)	(-)	(33)	(12)	%
		Strongly Disagree			
Black	-	-	3	3	n
	(-)	(-)	(100)	(50)	%
Caucasian	-	-	11	11	
	(-)	(-)	(4)	(1)	
Spanish Surname	13	-	6	19	
	(12)	(-)	(13)	(10)	
Other	-	-	-	-	n
	(-)	(-)	(-)	(-)	%

The principal source of negative response was an increase in the number of the Spanish Surname group who felt their teachers were prejudiced toward minority groups. The increase was by group and number:

Disagree and Strongly Disagree by Number

	1973	% of Class	1969	% of Class
Black	0	-	4	(67)
Caucasian	57	(7)	64	(8)
Spanish Surname	14	(7)	41	(21)
Other	21	(13)	20	(37)

[illegible] of responses since graduation cannot be discounted. In fact, while the comparison would mean that schools have made a successful effort to maintain existing perceptions, they have not succeeded in what can be understood that the responses of the 1973 class may also deteriorate slightly within four years. The important fact is that even five years later 43% of the class of 1969 responded that in their belief there had not been prejudiced towards minority groups.

II. THE UNIVERSITY OVERALL EVALUATION OF THEIR HIGH SCHOOL EXPERIENCE

Agreement With Statement: "I Feel that High School Has a Pleasant and Rewarding Experience"

	Alumni	North Dalesman	Dalesman	Statistic
Strongly agree	218 (34)	84 (25)	61 (18)	[illegible]
Agree	229 (29)	117 (47)	118 (35)	[illegible]
Undecided	28 (5)	54 (16)	74 (22)	[illegible]
Disagree	77 (7)	40 (12)	48 (13)	[illegible]
Strongly Disagree	24 (4)	3 (1)	40 (12)	[illegible]

It is remarkable that even after five years, and considerable curriculum modifications including a reduction in the number of units necessary to graduate, that the overall response to the value of a high school education remains substantially the same. The difference in favorable evaluation is only 4%.

Agreement with Statement by Graduates' Own Race

	Alumni	North Dalesman	Dalesman	Statistic
Strongly agree	89 (40)	42 (27)	38 (24)	[illegible]
Agree	81 (33)	68 (43)	53 (33)	[illegible]
Undecided	23 (9)	23 (15)	9 (23)	[illegible]
Disagree	23 (9)	23 (15)	20 (13)	[illegible]
Strongly Disagree	8 (3)	1 (1)	36 (23)	[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] respondents were actually given [illegible] that [illegible] might [illegible] organizations [illegible] mentions. On the same time [illegible] were other [illegible] [illegible], [illegible].

[illegible] by [illegible] [illegible] Background

	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	
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	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]